



KS3 – Year 9 History Long Term Mapping

Subject Intent/ Aims:

At St Philip Howard we want to foster a love of Humanities and reflect its importance on how it has and does shape our day to day lives. Pupils will be taught how History has changed our world and how Geography is shaping the future world. Humanities teaching will encourage pupils to think creatively, attempt to rationalize our past and to ask questions about our present world.

Pupils will learn how Humanities helps us to understand others through their languages, histories and cultures which will foster a growing awareness in our young people of the need for social justice and equality. Our teaching will encourage pupils to have enquiring empathetic minds that seek to make intellectual sense of the changing world.

Pupils will be able to approach their learning critically and logically with subjective, complex, imperfect information. They will weigh evidence skeptically and consider more than one side of every question.

As such in Humanities pupils will build skills in writing and critical thinking.

We will endeavour to develop informed and critical citizens of the future enriching learning within and outside of the classroom. Success will ensure that pupils appreciate that without the Humanities, democracy cannot flourish and the sustainability of our planet cannot be guaranteed.

ADVENT- Key Concepts:

World War 2 Events including the Holocaust

LENT- Key Concepts:

Legacy of WW2 GB and the wider world

PENTECOST- Key Concepts:

The Cold War gets HOT - Vietnam



<p><u>National Curriculum Coverage:</u></p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Events of the Second World War / The Holocaust</p>		<p><u>National Curriculum Coverage:</u></p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Social, cultural and technological change in post-war British society</p> <p>The changing nature of political power in Britain</p> <p>The creation of the Welfare State</p> <p>Britain's place in the world since 1945</p>		<p><u>National Curriculum Coverage:</u></p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>The Cold War to include a study of the Vietnam War and USA in the 20th Century</p>	
<p><u>Components (Key Content):</u></p> <p>The evacuation of Dunkirk</p> <p>The Battle of Britain</p> <p>The Blitz</p> <p>Pearl Harbour</p> <p>Operation Barbarossa</p> <p>The persecution of</p>	<p><u>HO Knowledge:</u></p> <p><u>ADVENT</u></p> <p>Analyse the major events of WW2 and assess the significance / reach a judgement on how each event was a turning point in the war. In depth investigation</p>	<p><u>Components (Key Content/ Knowledge)</u></p> <p>Dresden and WW2 'war crimes'</p> <p>VE day</p> <p>The dropping of the atomic bombs VJ day</p> <p>Legacy of WW2</p> <p>Why did the Allies fall out post WW2 – Yalta and Potsdam</p> <p>Impact of WW2 on Germany – Berlin</p>		<p><u>Components (Key Content/ Knowledge)</u></p> <p>Vietnam War Intro</p> <p>Why did USA get involved in Vietnam?</p> <p>US tactics in Vietnam</p> <p>Vietcong Tactics in Vietnam</p> <p>The Peace Movement and Opposition to the Vietnam War</p> <p>My Lai</p> <p>The Tet Offensive</p>	



<p>the Jews 1933-45 – History of antisemitism / Nazi racial policy / the Nuremburg Laws / Night of the broken glass / the Ghetto system / The Final solution / Liberation of the camps / Legacy</p>	<p>into the persecution of the Jews during WW2 and evaluation of the events in the context of long-term anti-Semitism.</p> <p>Historical debate on the ethics of dropping the A Bombs to end WW2 and there impact on the modern world.</p> <p>LENT</p> <p>Historical investigation into the causes of the Cold War to include: Ideologies/ personalities / political landscape / Impact of WW2 on Germany / U.S political beliefs.</p> <p>Evaluation of the positive and negative</p>	<p>GB Post WW2 – Leadership GB Post WW2 – Social Changes GB Post WW2 – Empire to Commonwealth Causes of The Cold War</p>	<p>How did the Vietnam War end? The fall of Saigon Legacy of the Cold War Significant Individuals and events of the 20th C – guided study</p>
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	<p>impact of WW2 on GB and the shaping of Modern Britain.</p> <p>Historical enquiry into how the Cold War turned HOT. Judgement on the ethics of the Vietnam War and the impact of the global protest movement.</p> <p><u>PENTECOST</u></p> <p><u>(See KS4 LTMs)</u></p>		
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<u>Generic Composite Skills:</u>		<u>Composite Skills:</u>	<u>Composite Skills:</u>
<p>Know and understand significant aspects of the history of our island</p> <p>Gain and deploy a historically grounded understanding of abstract terms</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</p>		<p>Know and understand significant aspects of the history of our island</p> <p>Gain and deploy a historically grounded understanding of abstract terms</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Gain historical perspective by placing their growing knowledge into different contexts</p>	<p>Know and understand significant aspects of the history of the wider world</p> <p>Gain and deploy a historically grounded understanding of abstract terms</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Gain historical perspective by placing their growing knowledge into different contexts</p>



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<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice</u>
Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Source analysis and evaluation	Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Source analysis and evaluation	Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Source analysis and evaluation



<p><u>Assessment/s (Formative and Summative):</u></p> <p>Key Vocab Tests RRR / Knowledge tests 4 mark and 8 mark / 16 mark AQA Qs End of Year Exams</p> <p><u>Key Question: Was the USA right to drop the A Bombs on Japan?</u></p>	<p><u>Assessment/s (Formative and Summative):</u> Key</p> <p>Key Vocab Tests RRR / Knowledge tests 4 mark and 8 mark / 16 mark AQA Qs End of Year Exams</p> <p><u>Key Question: Did the USA win the Vietnam War?</u></p>	<p><u>Assessment/s (Formative and Summative):</u></p> <p>Key Vocab Tests RRR / Knowledge tests 4 mark and 8 mark / 16 mark AQA Qs End of Year Exams</p> <p><u>Key Question: Did religion help or hinder medical progress during the Medieval Era?</u></p>
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<u>Adapted Curriculum Content:</u>	<u>Adapted Curriculum Content:</u>	<u>Adapted Curriculum Content:</u>
<p>Primary focus on Knowledge and Understanding and narrative accounts.</p> <p>How successful was GB during the early years of WW2? – Project / Research Task</p> <p>The Blitz and first-hand accounts.</p> <p>Why were the Jews persecuted during WW2?</p> <p>The Holocaust – focus on survivor stories and rescue stories</p>	<p>Primary focus on Knowledge and Understanding and narrative accounts.</p> <p>How did WW2 end?</p> <p>The dropping of the A Bombs – research / project task</p> <p>What was the legacy of WW2?</p> <p>Why did the allies fall out after WW2?</p>	<p>Primary focus on Knowledge and Understanding and narrative accounts.</p> <p>The Vietnam War – causes and key events.</p> <p>Did the USA lose the war? Research task on My Lai and protest against the war.</p> <p>Significant individuals and events of the 20th C – guided study</p>



Adaptive Implementation Practices:

Well considered and regularly reviewed seating plans.

Dyspraxia: Gradual teaching of smaller skills and components into larger skills. Allow extra time to complete tasks and ask pupils to repeat back instructions. Use of lined paper with margins. Only ask pupil to answer Qs if they volunteer. Extra support during task changes. Use of simple clear language. Use of laptop where necessary. Variety of teaching approaches e.g visual / auditory / kinesthetic. Visual reminders of expectations.

Autism: Break down steps / instructions and explain new tasks in advance where possible. Consistent tone and phrasing and use of symbols to assist communication. Differentiation through chunking and clear goals. Modelling of completed work. Time out and cooling off time if needed.

Dyscalculia: Differentiated work with chunks and repeated, clear instruction. Extra time to complete tasks. Time out if needed. Use of squared paper and calculator where appropriate.

ADHD: Use of fidget tools and chair stretches when needed. Time warning countdowns and brain breaks / time out cards. Clear behaviour expectations and use of praise / reward. Interruption slides to reengage during lessons and provide brain break. Visible instructions for all tasks, chunked and differentiated.



<p><u>Key Terms:</u></p> <p>Holocaust Anti-Semitism Total War Aryan</p>	<p><u>Key Vocabulary:</u></p> <p>Genocide Persecution Racism Prejudice Stereotype Judaism Blitzreig Operation Front line RAF Luftwaffe Soviet Burnt Earth Policy Blitz Sniper Ghetto Concentration Camps Extermination Camps Atomic Bomb / Nuclear Radiation Liberation</p>	<p><u>Key Terms:</u></p> <p>Welfare State Labour Conservative Sphere of Influence Communism Cold War Domino Theory Containment</p>	<p><u>Key Vocabulary:</u></p> <p>Legacy Conference Diplomat International Theory Ideology Arms Race Space Race Vietnam Saigon Ho Chi Minh Vietminh / Vietcong Guerilla Napalm Agent Orange Ambassador Embassy Withdrawal Tactics</p>	<p><u>Key Terms:</u></p> <p>Medieval Renaissance Industrial Modern Era Public Health Medicine Factors / Themes</p>	<p><u>Key Vocabulary:</u></p> <p>Government Luck / Chance Individuals War Science and Inventions Christianity Islam Purging Four Humors Dissection Soul Heaven / Hell Flagellant Monasteries / Monks Priests Latrine Cess pit Barbour Surgeon Peasant Lord of the Manor Black Death Buboes Pandemic</p>
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<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>
<p>English / Literacy – Extended writing / Link to Boy in the Stripped Pajamas RS – Link to Judaism Science – Link to Nuclear / Physics Technology – Link to Rationing / Homefront Art – Link to origami Peace Cranes Numeracy – Statistics / chronology</p>	<p>Numeracy – Statistics / chronology English / Literacy – Extended writing Music – Protest songs Vietnam War Technology / Science – weaponry during Cold War / Welfare state and NHS Geography – Vietnam War / Indo China RS – justification of war</p>	<p>Science – Medical advancement / Technology RS – Medieval Church / Islamic world</p>
<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>
<p>SMSC – Holocaust / Racism to Genocide / Bystanders / Upstanders /Citizens WW2 BV – WW2 comradeship / political alliances / duty / leadership RSHE – WW2 Homefront / evacuees / rationing</p>	<p>BV – Political Life in GB Post WW2 / Welfare State SMSC – Cold War and impact of ideologies RSHE – Impact of nuclear war and chemical weapons on society / PTSD in veterans</p>	<p>SMSC – Influence of the Catholic Church on Medieval life and progress RMSC- History of Medicine and Surgery BV – Feudal Society and beginnings of Law</p>



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St Philip Howard Catholic Voluntary Academy



Department Planning 2024



**St Ralph
Sherwin**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY